



Wolkite University

We Strive for Wisdom!

**CONTRIBUTION OF EDUCATIONAL SUPERVISION IN
IMPROVING STUDENT ACADEMIC ACHIEVEMENT IN
SECONDARY SCHOOLS OF WOLKITE TOWN**

BY

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ACRONYMS AND ABBREVIATIONS

ETP: Education and training

MOE: Ministry of education

UNESCO: United States educational society cultural organization

NGOS: non-governmental organization

PTA: parent teacher association

QASO: quality assurance and standard office

WEO: Woreda education office

Abstract

This study attempted to investigate the contribution of educational supervision in improving student academic achievement in Wolkite town of secondary schools. The specific objective of the study were to investigate the extent to which supervisory activities contribute to the improvement of student academic achievement, to identify the roles and functions of educational supervision to improve the quality of education programs and data for this study were collected from teachers, principals and supervisor. So from the total 220 teachers the researcher used 70(31.8%) of teachers by used simple random sampling techniques and from the total 6(100%) of principals the researcher used 6(100%) of principals by used availability sample and 1(100%) of supervisor was used by available sample. Design was employed for this study on the assumption it would help full to collect a large variety of data related to problem. The study employed qualitative data like questionnaire as major source and qualitative data was obtained from interview. Consequently, come out from this study were, educational supervisors attempted to investigate educational supervision in improving student academic achievement.so educational supervision over the key person for the improvement of students' academic achievement and the major problems of educational supervision that come across while improvement educational supervision was multiple. They were excessive work load, lock of sufficient budget lack of sufficient time. Finally minimizeand it's possible to solve the problems. The following recommendations were drawn he school management should have to work with educational supervision for their improvement of student academic achievement and the concerned bodies such as Woreda education office and school management should provide the following alternatives ways of alleviating the problems. Allocating adequate budget and available time

key words

Supervision: any service offered to teachers that eventually results in improving instruction learning.

Supervisors :In this study it refers to school principals, deputy directors and department heads of selected schools

Secondary School :refers to the school, system established to offer two year s general educational(9-10) and extra two offer two years or pre -college preparation (preparatory).

CHAPTER ONE

1 INTRODUCTION

This section has different sub topics such as the back ground of the study, statement of the Problems, objectives, significances, delimitation of the study and operational definition of key terms.

1.1 BACKGROUND OF THE STUDY

In our country inspection was first developed and subsequently supervision was developed as part of it. The major role of inspection is to control. later on, the word " supervision " emerged and acquired greater importance. This, the idea of control and coercion inherent inspection yielded place to a new concept of guiding, helping and encouraging teachers in improving the total class room teaching –learning situation supervision. (mohantly ,2007)

It can be seen that supervision is more democratic and assumes more responsible attitude and character (Mohantly, 2007:1718). According to Bruckner (1995) cited in Mohantly (2007) :17), describe modern supervision based on systematic study bond analysis of the entire situation. Utilizing a carefully planned program that has been cooperatively derived from the situation and which is adopted to the need of those involved in it.in relation to this, Fekadu, (2003) state that in order to meet education objectives and enhance the teaching learning process, supervisors and teachers are expected to design and enrich education pedagogy. Tesefaye (2003) argue that creative supervisors shall well discovered and device a means of solving instructional problems. So, the concept of creativity and innovation should therefore be encouraged hence supervisors need to keep themselves a great of new findings by participating in workshops seminars by making critical observation and by taking refreshment courses.

Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MoE, (2009), the Ethiopia government has now shifted its attention to improve quality of education. It has started quality education initiative called general education quality improvement package (GEQIP) of 2007 sum of its programs were school improvement program and continues professional development of teachers. Quality education depends on several issues, among others educational planning,

management, teacher's professional competence, efforts of students and educational supervisions (MoE, 2009)

School is the formal agency of education where the future seasons are shaped and developed through the process of teaching and learning. So, schools need to help all students to develop their potentials to the fullest levels.

The researcher was believed than that the improvement of schools would not be accomplished without educational supervision, the quality of education is determined by the provision of adequate supervision support from supervisors for better achievement of student result.

1.2 Statement of the problem

Educational supervision services, which occupy central position in the management of education, have existed for long time at all levels of school structure, the achievement educational goals in influenced by the degree of the performance of professional teachers, supervisors, students and society at large, as stated by (Carron, 2008) educational systems relay on educational supervision to improve instruction by improving the quality of teachers and the achievement of learners.

In Ethiopia, assuring and enhancing the quality of teaching and learning has become a major concern all over the world (Firdissa, 2009) the society and employers need those who are capable of solving problem and who bring quality to student learning by implementing appropriate supervisors' services. However, the existing reality in implementation of educational supervision in school do not see to reveal a positive impact in supervision services on educational improvement moreover, it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum. Such supervision problem might have a negative influence on teach are satisfaction with their jobs, furthermore, weakness in educational supervision is common at secondary schools and these can have a negative impact on student academic achievement. So, these problems and the impact they may have on the quality of education have initiated the researcher to study the problems of educational supervision on student academic achievement in government secondary schools.

School there is lack of effective supervision and the school lack awareness regarding supervision on contributes to the improvement of student academic achievement, the

initiation of this study is to identify how much supervisors are playing their supervising technique necessary to know teachers internal interest to bring good instructional process in school in general and its effectiveness in student academic achievement, as researcher hared from some teachers as well as some the school principals in the school that are found in our environment, there are some problems that affect the contribution of supervision in improving student academic achievement, this problems are in adequate flow of communication, in adequate instructional supervisors, lack of confidence, lack of budget and time other related problems.

Similarly with above situation the contribution of educational supervision on student academic achievement in wolkite town secondary school is very less and it is not satisfactory for development of teacher profession.

The interest of researcher this study, the supervision process in secondary schools is to offer teacher direct assistance to improve their performance toward the goal of improving student academic achievement. Therefore, by considering the above problems, the researcher conducted the study to identify the contribution of supervisors in improving student academic achievement in wolkite secondary schools, in selected schools these are Yaberuse secondary school, Abafransa secondary School, and Yehuda's fere (Jayka) secondary School and Preparatory school.

1.3 Basic research questions

1. To what extent do the supervisory activities contribute to the improvement of student academic achievement in secondary school of Wolkite town?
2. What are the major problems that affect the practices of supervision in secondary school of Wolkite town?
3. What are the strategies that used to educational supervision in improving student academic achievement in secondary school of Wolkite town?

1.4 Objective of The Study

1.4.1 General objective of the study

General objective of the study was investigating the contribution of supervision in improving student academic achievement in Wolkite town secondary school.

1.4.2 Specific Objective

To investigate the extent to which supervisory contribute to the improvement of student academic achievement in Wolkite town secondary school.

To identify the major problems that affect the practice of supervision in the school.

To evaluate the strategies that contribution of educational supervision in improving student academic achievement.

1.5 Significance of the study

It may help supervisor, principals and teachers to focus on improving student academic achievement and to direct, coordinate activates consciously purpose fully and effectively.

It will help supervisors to be aware of the problems and to create a better understanding in guiding teachers to be professional instructors.

It may suggest practical solutions as to solutions how to improve the contribution of supervision for student academic achievement.

It will also serve as an additional source of information for those who want to make further study on the field.

1.6 Delimitation of the study

This study was de-laminated to the contribution of educational supervision in improving student academic achievement. It was de-laminated to Wolkite town in government secondary school. The study was conducted during academic year 2017. This determined by considering available time, human resource and finance.

1.7 Limitation of the study

The researcher believed that it would have better to conduct the study in wider range .however, the study was the following limitation that the researcher faced when conducting the research such as shortage of relevant document, lack of the budget ,shortage of the time and unwillingness of respondents to fill questions were the major problems when conduct the research. However the researcher overcome those problems and finally come up with the research study,so that the researcher suggest to reduce that limitations; to prepare teacher plan that can give chance researcher to obtain information and the researcher must be used properly his or her time.

1.8 Operational definition

Supervision: in this study supervision considered as any service for teachers that eventually results in improving instruction, learning and curriculum.

Instruction: the process imparting knowledge's information and skill to students.

Supervisors: in this study it refers to school principals, deputy directors and department heads of selected schools.

Secondary school: in this study it is on educational level of grade nine and ten meaning second cycle first which is two years.

1.9 Organization of the study

This study is organized into 5 chapters. The first chapter deals with the introduction, background of the study, statement of the problem, basic questions, objective of the study, significance of the study, delimitation of the study, organization of the study. Second chapter deals with review of related literature. Third chapter deals with methods and methodology the fourth chapter deals with about analysis, presentation and interpretation of the study and lastly five chapter deals about summery, conclusion and recommendation.

CHAPTER TWO

2 REVIEWU OF RELATED LITRECTURE

2.1 Concepts of supervision.

Supervision is administration or phase of educational administration, which is concerned with improving instructional effectiveness (Okube, 2008) supervision is mainly an academic function for helping improving of teaching learning situation (mohanty. 2009).

According to mohanty (2009) supervision that they activities of the teachers are so guided and stimulated that it ensures improvement of their efficiency in teaching learning process in Order to achieve better student academic achievement.

Judy Mekimm and carol jollies (2010) conducted study entitles “educational supervision, personal support and mentoring " the major objectives of the study are to introduces some of the national issues and concerns about the provision of educational supervision, mentoring, academic guidance and personal support.

2.2 Types of educational supervision

There are various types of educational supervision followed in different countries. The adoption of particular type of supervision depend up on the educational pattern and philosophy followed in the country, the type of government and educational and training of the education officers who are responsible for supervisor work (Mohanty,2009). These type of may be identified as follows:-

- 1.Laisser faire type
- 2.Coercive type
- 3.Corrective type
4. Preventive type
- 5.Creative type
- 6.Democratic type.

2.3 Objective of Educational Supervision

As to Mohanty (2009) later on the word supervision acquired a greater significance with a new concept of guiding, helping and encouraging teachers in improving learning process. Now the objective under the educational supervision are multifarious. the some may be stated as follows:

1. To help institution be a better institution and the teacher a better teacher.
2. To stimulate, coordinate and guide the teacher effort in order to improve student academic achievement.
3. To help individual teacher in diagnosing the deficiencies in his/her performance and to find out remedies for them.

2.4 Characteristics of Good Supervision

According to Bulin,J (2010) supervisors must be capable of looking beyond the narrow focus of the job at hand and to recognize it impact on the organization as whole. Supervisory should also have following qualities:-

- 1.Good judgement
- 2.Objective
- 3.Initiative
- 4.Cooperativeness
- 5.Integrative.

2.5 Role of Educational Supervision

The main function of any supervisory program is to facilitate effective instructional process by creating conducive environment. So supervisors have responsibility to act as a resource person, a consultant and an advisor concerning this activity Lucio and McNeil(2008). States the role of supervision as follows:-assistance super intendment, directory, supervisory, program specialist, evaluator, coordinator, consultant.

According to MoE supervision manual (2009) the roles and responsibilities of school based supervision are summarized as follows:

1. The role of school principal in supervision:

For creating a suitable environment to facilitate supervision activities in the school by organizing necessary resources. Giving professional assistance and guidance to teachers to enable them realize instructional objectives and supervise classes when as deemed necessary.

2. The role of school vice principal in supervision:

Be sides assisting the principal, the school vice principal is expected to handily the following tasks (MoE.2009).

A. Giving over all instructional leadership to staff members.

Evaluating the lesson planes of teachers and conducting class room supervision.

3. The Role of Department Head in Supervision because of their accumulate knowledge, skills and abilities in the particularly subject as well as in overall educational system acquired through long services. Department heads have the competence to supervise educational activities.

2.6 Source of Authority for Supervision

According to Sergiovnni: T(1998:36-37). Supervisory policies and practice can be based on one or a combination of five broad source of authority.

1. Bureaucratic
2. Personal
3. Technical
4. Professional
5. moral.

2.7 Function of Educational Supervision

The primary functions of supervision are co-ordinate, guide and to promote teachers' performance for the improvement of instruction. As lone De Grauwe (2001), states the functions of supervision as follows: -

- ✓ Organizing in service training and staff development.
- ✓ Assisting school to set up and maintain comprehensive assessment system.
- ✓ Giving advice on school administration and curriculum implementation.
- ✓ Participating in educational research and surveys.

2.8 General and Specific Principles of Educational Supervision

As to Ayer et al (1945:45) the following are general principle of supervision. Supervision should be theoretically sound, supervision should be scientific, supervision should be democratic, supervision should be creative, supervision should be attitudinal, and supervision should be cooperative.

According to Hicks (1960:26) the following are specific principle of the supervision

1. Supervision has no meaning until it has a purpose 2. Supervision related to the democratic concept of leadership 3. Effective supervision process must operate within the context of the prevailing.

2.9 Contribution of Educational Supervision

Gwynn. Minor. (1961:27-31) indicates some of the contributions of supervision in education as follows: -

1. To aid the teachers and principals in understanding the children better.
2. To help teachers to develop and improve individually and as cooperating members of the school staff.
3. To assist school persons in making more interesting and effective use of instructional materials.
4. To help teachers to improve his/her method of teaching in order to achieve student academic achievement.
5. To stimulate the teachers to evaluate his own planning work and progress.
6. To help the teachers to achieve praise and a sense of security in his work and in the community.

Another contribution of educational supervision

Cherylf. Fischer through the effective educational supervision of instruction, administrators can improve and enhance teaching and learning practices that will contribute to improve student academic achievement. by skilful analysing performance and appropriate data, administrators can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Because student academic achievement is the primary function of the schools. The effective educational supervision of instruction is one of the most crucial function of the administrators. If schools are to provide equal access to quality educational programs for all students, administrators must hold teachers accountable for providing

an appropriate and well-planned program. These programs include variety of teaching strategies designed to meet the diverse needs of all students in our complex society. This process may lead to restructuring of practices and procedures that could result in the enhancement of student academic achievement.

1. Teacher evaluation

To enhance the professional effectiveness of the teaching staff administrators must be skilled in these areas (a) what to evaluate, (b) how to observe analyze classroom observation information and other data and (c) how to translate the results of observation and the summary of data into meaningful conference feedback that guides and encourages teachers to improve student academic achievement.

2 assessing pupil progress

To assess student progress toward the established district standards and to facilitate the planning of various types of instruction, administration should ensure that teachers are utilizing information from variety of valid and appropriate sources before they begin planning lessons this could include data regarding students back grounds, academic levels and interests as well as another data from records to ascertain academic needs and to facilitate planning appropriate initial learning. It is important for the administration to note that information regarding students.

3 instructional strategies

When profession deals with people, cause and effects relationships are never identified as retinitis, only as possibilities. Therefore, there are 4no certainties in teaching. It is a situational process requiring constant decision making which, when properly implemented, increases the probability of learning.

4. Planning the lessons

Formulating a well-defined objective of the lesson is a critical first step as it provides the direction and frame work for the decision which will follow. The objective should describe the specific content to be learned and the observable behaviour the student will exhibit to demonstrate that learning acquired.

5 preparing the lesson

Educational supervisors will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. This means everything the teachers and students do during the lesson is related to the objective birdwalking is a term coined by made line hunter that refers to the inability of a teacher to focus on the objective of the lesson .

6. Monitoring of student progress

It is clear that good teaching requires diagnosing progress during the lesson and adjusting instruction accordingly (good, 1983, rose shine and Stevens, 1986, hunter 1982). periodic and formal assessments of student learning through a midterm or final examination may be help full in formulating grades , but are not frequent enough to enable the teacher to adjust the teaching to correct of misconceptions .

7 conducting practice sessions

Once students have an adequate level of understanding, research concludes that it is extremely important that students be given the opportunity to practice the new skill and its application (Russel and Hunter, 1977) in the initial phase , practice should be conducted under the direct supervision of the teacher. Hunter refers to the process as guided the practice .the teacher's moves about the room providing support.

8 suitable learning environments

Final requirement of SB813 is that evaluators verify that teachers establish and maintain suitable learning environment. Therefore, each teacher should develop and implement clear classroom routines and appropriate standards at the begging of each school year to ensure the health, safety, and welfare of their students. Of good work habits and discipline.

This includes maintaining clear, safe, and orderly learning environment that includes establishment

2.10 Approaches in Educational Supervision

There are different approaches in educational supervision. Among these collaborative approach and clinical approach are main (Cogan in level, et, al 1993:9).

2.11 problems in the practice of educational supervision

According to publication of the ministry of education. (2002) the following are considered as the main problems in the practice of educational supervision in Ethiopia.

1. Excessive workload

Excessive workload is constraint in encountered by supervisors every where in the country supervision is responsible for the many schools and as a result schools are not properly visited due to the large number of teachers, it is unthinkable to be supervised by offers the continued growth of system, unaccompanied as it is by an expansion in the number of supervisions at different levels, makes this problem increasingly difficult to solve.

2 supervisors' attitudes and procedures

Supervisors feel that their work is more disciplinary than developmental .this is because they are requested to perform the task of both teacher support and teacher control. Role conflict thus easily arises, which distorts the relationship between the supervisors and teachers.

The issue of attitudes is linked to that of procedures .the point is not simply that critic, but are too bureaucratic, particularly of school visits, is one of the reasons for in efficiency present supervision, the lack of incentives to officers to work in the more disadvantage areas is another case for in efficiency. Supervision is felt to be sufficiently flexible to meet the varied needs of schools and teachers. Because of these, a school visit becomes a perfunctory exercised that is of little use to many teachers.

3 lacks of training

However, negative attitudes, inadequate supervision procedures and poor planning are not simply the result of a reasonable heavy work load. What also contributes is the in sufficient, If not non-existent, provision of training for supervision and support staff.

Induction as well as the in-service training of supervisor's lack of structure, continuity and a focus on supervision and support issues.

4 in sufficient recruitment

Such security of training is particularly de-portable in view of the in efficient requirement procedures. It is mainly in regard to this issue that unnecessary entire reference is most evident. The professional quality of the service has deteriorated to some extent due to irregular promotion.

The requirement of teachers with little teaching experience is another problem to laser degree .to require experienced teachers or head teachers is undoubtedly preferable but not completely flawless either as people with such a profile might find it difficult to use innovative approaches and try autonomy conventional strategies.

5 poor materials, working conditions and support.

Poor working conditions and instruments which obviously render the already heavy workload still more difficult to manage. lack of materials and financial resource are among the chronic problems in our education system. when insufficient funds are available for travelling exist, the impact on the coverage and the quality of supervision is detrimental.

6 lacks of follow up

The lack of follow up is the one of series problems in the practice of supervision .supervisors recommendations are not acted by their supervisors who seldom give any attention to them. Supervisors themselves do not systematically ensure continuity in terms of these visits. School heads and teachers seldom implement the advice of supervision and support staff.

2.12 Strategies to improve student academic achievement

Disclaimer; there are many strategies to improve student academic achievement among these:

1. Share a vision; review your schools mission statement: Your new vision should be tired to your districts mission statement. But built up on tithe vision should describe why it is important to achieve your mission statement while looking to the future.

2. Your school should be a change agent: change agent are passionate and driven about their vision. They make the tough decisions keeping what's best for the students in focus.

3. Analyse data: everyone involved must be data analysis, from the administration to the teachers. The select to data analysis is to do something with the data. Many schools analyse the data and do not do anything with it.

4. Increase rigor: schools are looking for miracles and the cure is right under their noses. Schools can do everything else in this list.

5. Expectations: expectations go hand-in-hand with increasing rigor. Students will rise to expectations.

6. Teachers as Learners Environment: Teachers are all about instructing their students. teachers should also invest in themselves.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the study area

This study was conducted in Wolkite town of the Southern Nation, Nationalities, and Peoples Region (SNNPR) of Ethiopia. Wolkite is the capital of the town which is 158 km away from the capital Addis Ababa.

3.2 Research Design

The descriptive survey was employed for this study on the assumption it would be helpful to collect a large variety of data related to the problem under the study from the different sources and to describe the prevailing conditions in more school problems. In line with this, Jones (1993) states that descriptive survey design gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings methods.

3.3 Research Method

The purpose of this study was to investigate the contribution of supervision in improving student academic achievement. The researcher used both quantitative and qualitative data collected from representative samples to

3.4 Source of Data

In order to get relevant and adequate data the researcher used both primary and secondary sources of data. The primary source of data was teachers, principals as well as supervisors. The secondary sources of data were collected from school documents, records of supervision.

3.5 Population, Sample Size and Sampling Technique

In Wolkite town there are five (5) secondary schools; out of these three (3) schools were selected by simple random technique method, the researcher to conduct the study. The total number of population in this selected school are 227, out of these 220 are teachers, 6 are principal and vice principal, and 1 was supervisor. From the total number of populations the researcher selected 77 respondents by using different sampling techniques, and more experienced.

Table 1:population and sample size

No	Types of respondents	Population Size	Sample Size	%	Sampling Technique	Data gathering instrument
1.	Teachers	220	70	32	Simple random	Questioner
3	Principals and vice principals	6	6	100	availability	Questionnaire
4	Supervisors	1	1	100	availability	Interview
	Total	227	77	33.9		

3.6 Data Gathering instrument

To collect the necessary and relevant data for the study the researcher was used questioner and interview

3.6.1 Questionnaires

The researcher was prepared both close ended and open-ended questions to obtain data from both teachers and principals. Questioner was used by the researcher because it is fairly reliable tool for gathering data from the large population of teachers and principals. A questioner was prepared in English because the respondents have able to answer the questions in English but if some respondents have no ability to fill it, the researcher was translated it to them.

3.6.2 Interview

The researcher was preparing interview to obtain qualified data from supervisors and administration education officers because it is used to obtain detailed and adequate

information. Interview was prepared in English because the respondents have ability to answer it.

3.7 Procedures of Data Collection

The procedures that the researcher was used collect the necessary data are the first researcher was distributing questioner to teachers and principals with necessary instruction and secondly, the researcher was asking interview the woreda education officers and supervisors.

3.8 Method of Data Analysis

After collecting data by using different methods qualitative method were used to analyse interview and open-ended question and quantitative (Percentage) method were used to analyse close ended question.

3.9 Ethical Consideration

Firstly, the researcher was asked the permission from the department of pedagogical, then the questioner was approved by the adviser to collect data. Finally, while the data is collected from the respondents, the researcher was keeping the confidentiality of the respondent.

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS AND INTERPRATION

This chapter has two parties: the first parts deals with the characteristics of the respondents and the second parts present the analysis and interpretation of the mean data. The objective of this study was to contribution of educational supervision in improving student academic achievement in Wolkite town Secondary schools. To this end, both quantitative and qualitative data was gathered by using questionnaire and interview the gathered through interview was supposed to compliment the quantitative data. specially the availability and conditions of resources. Questionnaire was distributed to 77 respondents and the return rates of questionnaire were all of the successfully returned. Which were 1 supervisor, 6 supervisors and 70 teachers were respondents.

4.1 Characteristics of respondent

Table 2: characteristics of respondents based on sex, work experience and educational background.

No	Item	variable	No of respondent	(%)
1	Sex	male	54	77
		female	16	23
		total	70	100
2	Work experience	1-5	11	16
		6-10	10	14
		11-15	22	31
		16-20	12	17
		21-25	7	10

		Above 25	8	11
		total	70	100
3	Educational back Ground	BA	48	69
		MA	22	31
		Total	70	100

As can be observed from the above table 2 item one, 54(77%) of teachers were male. and 16(23%) of teachers were females. Table 2 Item two, the experience of teachers, the majority 11(16%) of teaches had work experience of between 1 and 5 years, 10(14%) of teachers between 6 and 10, 22 (31%) of teachers had between 11 and 15 years, 12 (17%) between 16 and 20 years, 7(10%) between 21 and 25 years. However, the rest 8(11%) were had above 25years work experience. From this, the researcher can conclude that, educational supervisor experience was relatively less experienced than both principals and teachers.

Table 2 Item three, 48(68.6%) teachers were had first degree holder and 22(31%) of teachers were had master degree holder.

4.2 The Supervision Activities Contribute to the Improvement of the Student Academic Achievement

Table 3: To what extent do the supervision activities contribute to the improvement of student academic achievement in view of respondents.

No	Item		No of respondent(teacher)	%
1	Educational supervisors contribute experience for teachers	SA	22	34
		A	26	37
		U		
		DA	10	14
		SDA	12	17
2	Educational supervisors encourage teachers to improve student results	SA	8	11
		A	23	33
		U		
		DA	25	36
		SDA	14	20
3	Educational supervisors assisted teacher in developing instructional material	SA		
		A	25	36
		U	17	24
		DA	23	33
		SDA	5	7
2 4	Educational supervisor most of there time improving student academic achievement	SA		
		A	36	50
		U	12	17
		DA	20	29
		SDA	3	4
5	Educational supervisors are evaluating student academic achievement	SA	29	41
		A	41	59
		U		

		DA		
		SDA		
6	In your opening supervisor key person for improving student academic achievement	SA	11	16
		A	36	51
		U		
		DA	23	33
		SDA		

As indicated in the table 3,item1 the respondents asked to indicate their level of agreement regarding that weather educational supervisors contributes experience for teachers in improving student academic achievement or not. 22(33%) of teachers were responded also strongly agree, and26(37%) of teachers were responded agree 10(14%) of teachers were responded dis agree and 12(17%) of teachers were responded strongly disagree. The qualitative data obtained from interview support this idea that educational supervisors contribute experience for teachers in improving student academic achievement. That are by giving awareness about cooperative learning and to participate student on cooperative learning, to motivate students about their goals and aims, to advice student being on time, to tell about rules and regulation of the school, to give rewards for the teachers to improve teaching and learning process observing class room by continuously. And also review of related literature of this research deals about the contribution of educational supervision in improving student academic achievement. Gwyn.Jminor.(1961;27-31) indicates some of the contribution of educational supervision as follows. to help teachers to develop and improve individually and as cooperating member of the school staff, to assist school persons in making more interesting and effective use of instructional materials, to stimulate the teacher to evaluate his own planning work and progress, to help teachers to improve his/her method of teaching, to help teachers to achieve praise and sense of security in his wok and in the community.

From this one can understand that educational supervisors are vital play role in improving student academic achievement.

In the table 3 item 2, the respondents asked to indicate their level of agreement regarding whether educational supervisors encourage teachers in order to improve student academic achievement or not. 8(11%) of teachers were responded strongly agree, and 23(33%) of teachers were responded agree, 25(36%) of teachers were responded disagree and 14(20%) of teachers were responded strongly disagree on that educational supervisors encourage teachers in order to improve student academic achievement. This implies that educational supervisory activities was less encourage teachers.

According to table 3 item 3, the respondents asked to indicate their level of agreement regarding whether educational supervisors assist teachers in developing instructional materials or not. 25(36%) teachers were responded agree, 17(24.3%) of teachers were responded not sure about it, and 23(33%) of teachers were responded disagree and 5(7%) of teachers were responded strongly disagree on that educational supervisors assist teachers in developing instructional materials in improving student academic achievement.

As indicated table 3 item 4, the respondents asked to indicate their level of agreement regarding whether educational supervisor contribute most of their time on improving student academic achievement or not. 35(50%) of teachers were responded agree, 12(17%) of teachers were responded not sure about it, 1(16%) of principal was responded disagree, 20(29%) of teachers were responded disagree 3(4%) of teachers were responded strongly disagree. On that educational supervisor contribute most of their time on improving student academic achievement. From this item shows that majority of respondents were responded the supervisor was most of time spent on improving student academic achievement.

According to table 3 item 5, the respondents asked to indicate their level of agreement regarding whether educational supervisors are evaluate student academic achievement or not. 29(41%) of teachers were responded strongly agree and 41(59%) of teachers were responded agree on that educational supervisors are evaluate student academic achievement.

As indicated in the table 3 item 6, the respondents asked to indicate their level of agreement regarding whether educational supervisors are a key person for the improving student academic achievement or not. 11(16%) of teachers responded that strongly agree and 36(51%) of teachers were responded that agree and 23(33%) of teachers were responded that disagree on that supervisor are a key person for the improvement of student academic achievement.

4.3 The factor that affect the practice of supervision

Table 4: Major factors that affect the practices of supervision in view of respondents

NO	Item		No of respondent	%
1	Educational supervisor has financial incentive	SA		
		A	12	17
		U	5	7
		DA	53	76
		SDA		
2	Educational supervisor has enough time to support all teacher	SA		
		A	12	17
		U	16	23
		DA	41	59
		SDA	1	1
3	educational supervisor has enough instructional guide	SA	28	40
		A	39	56
		U	3	4
		DA		
		SDA		
4	Educational supervisors regularly report school problems	SA	32	46
		A	36	51
		U	2	3
		DA		
		SDA		
5	Educational supervisors are authorized to take remedial action	SA	15	21
		A	31	44
		U	16	23
		DA	8	11
		SDA		

As indicated in the Table 4 item1, the respondents asked to indicate their levels of agreement regarding that weather educational supervisors have financial incentives than teachers or not. 12(17%) of teachers were responded that agree and 5(7%) of teachers were responded that not sure about it, and 53(76%) of teachers were responded also disagree out of total number of teachers 70(100%). The information obtained from supervisors and principals through interview support this idea that are major problems that affect practice of supervision such as lack of the budget for supervisory activities, lack of training from woreda education office and motivation of supervisory, shortage of time to advice all teachers in properly. Therefore this shows that he majority of respondents were responded that educational supervisors do not have financial incentives than teachers. But educational supervisors are a key persons for improvement of student academic achievement. As indicated in the table 4 item2, respondents asked to indicate their levels of agreement regarding the time of supervisors have enough time to support all teachers in order to improve student academic achievement or not. 12(17%) of teachers were responded also agree and 16(23%) of teachers were responded not sure about it and 41(59%) of teachers were responded that disagree, and 1(1%) of teachers were responded strongly disagree on that educational supervisors have enough time to support all teachers. Therefore, from this one can understand that educational supervisors not have enough time to support all teachers in order to improve student academic achievement.

As indicated in the 4 item3, respondents asked to indicate their levels of agreement regarding educational supervisors have enough instructional guide line in order to improve student academic achievement or not. 28(40%) of teachers were responded also strongly agree and 39(56%) of teachers were responded agree, 3(4%) of teachers were said that not sure about it out of total 70(100%) respondents of teachers. Therefore, this shows that the majority of respondents were said that educational supervisors have enough instructional guide line in order to improve student academic achievement.

According to table 4 item 4, the respondents asked to indicate their levels of agreement regarding educational supervisors are regularly report school problems to all stockholders or not. 32(46%) of teachers were responded strongly agree and 3(50%) of principals and 36(51%) of teachers were responded agree and 2(3%) of teachers were said that not sure about It. In addition to this the data obtained from principal and supervisor through interview support this idea what are the major problems that affect student academic achievement such

as lack of qualification of teachers, lack of in service training, lack of readiness of numbers of supervisors, in sufficient material of the school.

As indicated table 4 item 5, the respondents asked to indicate their level of agreement regarding educational supervisors are authorized to take remedial action for problems in order to improve student academic achievement or not. 15(21%) of teachers were responded also strongly agree and 31(44%) of teachers were responded agree, and 16(23%) of teachers were responded not sure about it and 8 (11%) of teachers were responded disagree out of total 70(100%) of teachers respondents. And also review of related literature of this research support this idea. According to the publication of MoE.(2002,) the following are considered as the main problems in the practice of educational supervision in Ethiopia. Such as excessive work load, supervisors attitudes and procedures, lack of training, in efficient recruitment, lack of flow up and in sufficient budget.

4.4 Strategies that Contribution to Educational Supervision in Improving Student Academic Achievement

Table 5: What are the strategies that contribution to educational supervision in improving student academic achievement in view of respondents.

NO	ITEM		No of respondent(teacher)	%
1	Educational supervisor are arranging in educational training for bigger teacher	SA		
		A	9	13
		U		
		DA	61	87
		SDA		
2	Educational supervisor are visit classroom observation by continuously	SA		
		A	55	77
		U	5	7
		DA	10	14
		SDA		
3	Educational supervisors are advice teachers to use model effective teaching methods	SA	15	21
		A	51	73
		U		

		DA	4	6
		SDA		
4	Educational supervisors are create conducive teaching learning environment	SA	7	10
		A	49	70
		U	9	13
		DA	5	7
		SDA		

According to the table 5 item 1, indicate that, the respondents asked whether educational supervisors are arranging induction training for beginner teachers or not. 9(13%) of teachers were responded also agree and 61(87%) of teachers were responded disagree. From this one can understand that the majority of respondents implied that educational supervisors were not arranging induction training for beginner teachers in order to improve student academic achievement. The reason mentioned for this has lack of knowledge and skills how to arrange induction training for beginner teacher. As indicated in the table 5 item 2, respondents asked whether the educational supervisors are visit class room observation by continuously in order to improve student academic achievement or not. 55(77%) of teachers were responded also agree, 5 (7%) of teachers were said that not sure about it and 10(14%) of teachers were responded disagree on that educational supervisors are visit class room observation by continuously in order to improve student academic achievement.

As indicate in the table 5 item 3, the respondents asked whether the educational supervisors are advice teachers to use model effective methods in order to improve student academic achievements or not. 15 (21%) of teachers were have responded also strongly agree and 51 (73%) of teachers were have responded agree and 4(6%) of teachers were have responded disagree. Qualitative data obtained from principles and supervisors through interview support this idea that are by using qualified personnel as teachers and supervisor, to awareness about vision, mission and values of the school, to improvement of teachers to motivate in teaching and learning process and by giving continuous training for teachers. From this one can understanding that majority of respondents replayed educational supervisor are advice teachers to use effective teaching methods.

As indicated in the table 5 item 4, the respondents asked whether the educational supervisors are create conducive teaching and learning environment to improve student academic

achievement or not. 7(10%) of teachers were responded also strongly agree, and 49(70%) of teachers were responded agree and 9(13%) of teachers were said that not sure about it on that educational supervisor are create conducive teaching learning environment to improve student academic achievement.

Open ended questionnaire

If there are any strategies that contribution of educational supervision in improving student academic achievement.

The respondents stated that they are many strategies of educational supervision in improving student academic achievement. Among these are:

- Increase number of qualified teachers and supervisors.
- Arrange continuity teacher professional development.
 - Providing available material.
 - To awareness students about vision and mission of the school.
- Creating collaborative cultures among students to improve effectiveness of the school

CHAPTER FIVE

5 SUMMERY, CONCLUZION AND RECOMMENDATION.

This chapter deals with the summary of major finding of the study, conclusions reached at and recommendation forwarded to maximize the contribution of supervision as well as to address the problems. The main purpose of this study was to investigate the contribution of educational supervision in improving student academic achievement in secondary school of Wolkite town.

To this effect the following basic questions were raised.

1. To what extent do the supervisor activities contribute experience for teachers in improving student academic achievement?
2. What are the major problems that affect the practices of supervision?
3. What are the strategies that contribution of educational supervision in improving student academic achievement?

The study was conducted in three secondary schools in Wolkite town by using descriptive survey design. The respondents of the study were 1 supervisor, 6 principals and 70 teachers. The researcher used both primary and secondary sources of data to obtain the required data. The data collected through questionnaire and analyzed and interpreted. Therefore on the basis of analysis of data the study has come up with the following major

5.1 Summary of major finding

The majority 48(68%) percent of teachers were responded that educational supervisors contribute experience for teachers in improving student academic achievement. From this 1 can understand that educational supervision plays a vital role to improvement of all activities in the school

The majority 70(100%) of teachers were responded that educational supervisor are highly evaluate student academic achievement. This implies that supervisor have high capacity to improve student academic achievement.

The majority 31(44%) teachers were responded that educational supervisors encourage teachers in order to improve student academic achievement this implies that supervisors have ability of assistance for teachers and improve student academic achievement.

The majority 53(76%) of teachers were responded that in adequate financial incentives was the main problem for low contribution of supervision in improving student academic achievement. This implies that supervisors are encountered with many problems that affect supervision.

Most of the respondents maintained the benefits and contribution of educational supervision improving student academic achievements that are supports the teaching and learning process, guide teachers, improve instructional process, encourage teachers to improve their methods of teaching and assist teachers to solve their problems.

5.2 Conclusions

Based on the basic questions raised and major findings, the following conclusions have been drawn: for the improvement of student academic achievement the major contribution of supervisor is through assisting and guiding teachers, solving problems, helping teachers to improve their method of teaching and effective youth of instructional materials and also for improvement of student academic achievement. Supervisors play their task of supervision to assist and guide teachers to solve the problems of instructional process and improve student academic achievement. To achieve this there is a need of qualified supervisors who should have adequate knowledge, skills and attitude about the roles and objectives. Therefore one can conclude that the improvement and quality of instructional, process supervisors and school personnel who were responsible for supervisory activities might have adequate knowledge, skills and attitude regarding the contribution of supervision in improving student academic achievement. Concerning the factors that affect supervisory activities in the school. There are different factors that affect supervisory activities in the school such as in adequate instructional supervisors, lack of budget and shortage of time, lack of training for teachers and supervisors, in adequate flow of communication. This implies that there are many factors that affect educational supervision in schools.

5.3 Recommendation

1. For effective student academic achievement educational supervisor have a great role and also they are more responsible for the improvement of student academic achievement. To provide appropriate supervisor must competent enough in their profession and they have to improve teacher's awareness towards supervision.
2. Supervision should provide opportunity for teachers to perform better and supervision should work with a teaching staff towards the selection of teaching materials. Therefore the

school management should have to work with staffs and supervision for the improvement of student academic achievement.

3. Finally the researcher identified that there are factors that affect the practice of educational supervision in the school. Among this in adequate flow of communication, lack of budget, shortage of time, lack of training are the major problems. So the concerning bodies such as werda education office and school management should provide the following alternatives ways of alleviating the problems.

- Transferring clear information to lower levels management.
- Allocating adequate budget.
- Allocating adequate time.
- giving adequate training for supervisors and teachers in the school.

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APPENDEX 1

WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND
LITERATURE

Questionnaires to be filled by Teacher, Principal and Supervisor

The objective of questionnaire is designed to gather information for the research entitled the Contribution of Educational Supervision in improving student academic achievements of wolkite town secondary school. The information you provided would be handled confidentially and use for academic purpose only. Hence as Co-operation is highly valuable for the success of the study you are kindly requested to give your responses honestly and frankly.

Thank you in advance for your support!!!

General direction

.You do not write your name on the questionnaires

.Pleas indicate the correct answer by putting (x) in the box provided

.For those items that need further elaboration please write your responses on the given spaces.

Part 1 General information

The name of school -----

1.Sex: Male Female

2. Year of Work experiences in teaching

1-5 6-10 11-15 16-25 above 25

3.Educational background

A.Diploma B.Degree C.Master

4.Responsibility (position)

A/ unit leaders B/ Principal C/ Department head

D/ vice-principal E/ Teacher

Open ended question

A/ What is the contribution of educational supervision in improving student academic achievement?

B/What is the important of educational supervision in the school ?

C/What are the factor that affect the contribution of educational supervision in the school?

APPEBDEX-2

WOLKITE UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE AND LITERATURE

Interview question for principal and supervisor

The main purpose of this interview is to collect relevant information to contribution of educational supervision in improving student academic achievement of secondary school.

The information you provide will have constrictive and paramount importance for the successful accomplishment of this study. So you are kindly requested to give your genuine response. Your response was used only for academic purpose was kept confidential.

Thanks you in advance for your co-operation !

Part I General information and respondents personal data

1. Educational Background -----
2. Qualification of subject : major ----- minor -----
3. Service year -----

Part II pleas, answer the questions brief related to the current practice of your secondary school.

1. What are the principal/vice principal roles of educational supervision in improve academic achievement ?
2. What are the major problems of educational supervision to improve academic achievement ?
3. What are the strategies of educational supervision to improve academic achievement ?
4. what should be done to solve the contribution of educational supervision in improving student academic achievement ?

